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ABSTRACT

In response to legislative mandate intended to curb a national trend toward students taking longer than the traditional two- and four-year time frame to complete educational degrees, the Minnesota State Board for Community Colleges conducted a study of factors in this trend; options for encouraging students to carry full credit loads; and nonfinancial impediments to timely completion. Factors mandated for study by the state and examined by the Board included: (1) tuition banding, which allows students at certain registration levels to take higher credit loads without paying additional tuition; (2) unavailability of courses; (3) expanded program requirements; (4) lack of student preparation; and (5) such changes in values and attitudes as financial concerns and the desire for broader educational experience. In addition, the Board examined differences in registration and enrollment among students, institutional treatment of different categories of students, and student advising, finding that while differences in treatment do not seem to affect completion rates, implementation of a new Computer Assisted Advising System will provide students and the colleges with more complete information about requirements and progress toward completion. While such improvements in the advising process represent one institutional option for influencing students' time to program completion, the Board found that other factors such as students educational objectives and enrollment patterns were generally beyond the control of the system and the colleges. Contains 16 references. Tables of credit degree and load requirements and the Board mission statement are appended. (KP)

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Report on the Completion of Educational Programs in a Timely Manner

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Submitted to the Higher Education Coordinating Board

January 15, 1990

Minnesota Community Colleges

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EXECUTIVE SUMMARY

MANDATE

A 1989 legislative mandate requires the State Board for Community Colleges and the other public post-secondary governing boards to study ways of encouraging students to carry full credit loads, to study impediments to students completing their programs within two or four years and to examine ways to reduce or eliminate the impediments. The Boards must report their findings to the Higher Education Coordinating Board (HECB) by January 15, 1990. The HECB must report to the Legislature on its study and its review and comment on the governing boards' studies by March 1, 1990.

BACKGROUND

The Concept of Timely Completion

The traditional concept of timely program completion in post-secondary education is the completion of an associate's degree in two years and/or a bachelor's degree in four years. This pattern is apparently not the rule, even for students whose objective is to complete a bachelor's degree. Students pursuing the traditional pattern at four-year institutions represented a small minority of the 1980 high school graduating class.

Trends in Time to Program Completion

Nationwide, the percentage of high school seniors who attained a post-secondary diploma, certificate or degree within four years after high school decreased substantially between 1972 and 1982.

Students Educational Objectives and Reasons for Attending College

Students enroll in Minnesota Community Colleges with differing educational objectives and these objectives need to be reflected in the concept of timely program completion. Timely completion for a student seeking an associate degree on a full-time basis is two years. Timely completion for a full-time transfer student may be anywhere from one to six terms depending on their objectives. Timely completion for a student taking selected courses may be one or several terms.

Students' attendance patterns affect the time it takes them to complete educational programs and need to be reflected in the concept of timely program completion. Students attending on a part-time basis double or even quadruple the "traditional" timeframe for completing a degree program. Students who "stop out" for one or more terms also extend the timeframe for completing a degree. Students choose attendance patterns for a variety of reasons including financial needs and associated employment, family responsibilities and the methods they have chosen for financing their education.

FACTORS ASSOCIATED WITH TIME TO PROGRAM COMPLETION

Several issues related to the time it takes students to complete educational programs were specified in the legislative mandate or identified by the HECB. This report addresses the issues with existing Community College System information and research findings of others.

Tuition Banding

Tuition banding allows students at certain registration levels to take higher credit loads without paying additional tuition. It provides students a financial incentive to take higher credit loads and presumably complete their educational programs sooner.

Tuition banding in the Community College System during fiscal year 1989 would have resulted in a tuition revenue loss of $2.8 million. A 7.7% increase in the fiscal year 1989 per credit tuition rate would have been necessary to avoid the tuition revenue loss. This tuition increase would have resulted in a subsidy to students registering for 13 through 17 credits from all other students. The students who would have received the subsidy constituted 25% of all Minnesota Community College students in fiscal year 1988-89.

The impact of banding on student registration levels and the time it takes students to complete their programs in the System is uncertain. The theory suggests that banding would have a positive impact on registration levels for some students and a negative impact on other students. As a result of the potential offsetting impacts, the net effect of tuition banding on registration levels and the time it takes students to complete their educational programs in the System could well be negligible.

Availability of Courses

The availability of courses when students need them may affect their progress toward program completion. Students who cannot enroll in the courses that they need for their programs may have to delay completion. Constraints on the availability of faculty, classrooms and resources can affect course offerings. While the availability of faculty in the Minnesota Community College System does not currently appear to be a constraint on course offerings, the potential for constraints in the future exists. The availability of instructional space is a constraint on course offerings in the Community College System. Systemwide, the current inventory of instructional space is 16% less than the amount of space recommended by the Minnesota Community College Facilities Model. The model is based on national standards for space use and current enrollments. The state funding policy that provides appropriations on a two-year lag basis is also a constraint on course offerings. The temporary marginal funding provided by the state has moderated the effects of the two-year lag on course offerings.

Although the Community Colleges have some constraints on the availability of courses, the impact of these constraints on the time it takes students to complete educational programs is probably not significant. The colleges have improved the availability of courses through registration priority and the provision of courses and programs at non-traditional times and places.

Degree Requirements

The expansion of degree requirements through added course content and courses may contribute to the lengthening of the time it takes students to complete programs. The average number of credits required to earn an associate degree in the Community College System has increased only slightly since 1980, from 93 to 95. The impact of these changes in degree requirements on the time it takes students to complete their educational programs is probably not significant. The System has agreements to simplify students' transfer to public four-year institutions and minimize credit loss from transfer.

Community College degree programs can be pursued on a full or part-time basis. Full-time students would need to earn an average of 16 credits per quarter to complete a degree program in two years. Part-time students would need to earn an average of 8 credits per quarter to complete in four years.

Community College students who initially enrolled in Fall quarter 1984 took an average of 8.5 terms, including summer sessions to earn their degrees. They took an average load of 11 credits per term and accumulated an average of 96 credits, one more than the average required for graduation.

Students' Lack of Preparation for College

Students' lack of preparation for college may slow their progress toward program completion because they may need to take developmental courses. Since developmental courses usually cannot be used to fulfill degree requirements they add to the length of time required to graduate. The Minnesota Community College Mission Statement stresses a commitment to lifelong learning for "individuals with varying interests, aspirations and abilities, reaching many who may not have had an opportunity to pursue higher education." To fulfill their mission, the Colleges offer developmental courses. Approximately 12% of System average headcount and six percent of full year equivalent (FYE) enrollment in fiscal year 1988-89 was in developmental courses.

The System has adopted a Student Success Strategy as part of its Strategic Plan. Students have their basic skills assessed and those who need to improve are referred to the appropriate courses or to individualized assistance. The System's suspension/probation policy ensures that only students who are serious about completing their educational goals continue to enroll. The System has also established a student outcomes assessment effort.

Changes in Values and Attitudes

Changes in students' values and attitudes may mean that they now place a lower priority on completing their educational programs in conventional timeframes. Factors such as a heightened concern about financial circumstances and broader educational experiences may be more important than "timely" completion.

Students' Registration Levels and Enrollment Patterns

Minnesota Community College students pursue their educational objectives with a variety of registration levels and enrollment patterns. This variety is a reflection of the diversity of students enrolled in the System. The differences in registration levels and

enrollment patterns affect the time it takes students to complete their educational programs.

Minnesota Community College students are distributed across a range of registration levels and enrollment patterns. Full-time students were 43.7%, half-time students were 23.4% and quarter-time students were 32.9% of System headcount enrollment in fall quarter 1989. Most students initially registering on a full-time basis enrolled for three or more terms while most students initially registering on a quarter-time basis enrolled for only one or two terms. Students initially registering on a half-time basis were split equally between one or two terms and three or more terms.

The number of terms it takes Community College students' to graduate differs on the basis of their initial registration level. The majority of students who started on a full-time basis took eight or fewer terms to graduate. Students who started on a half or quarter-time basis were more likely to take nine or more terms.

Similar Treatment of Students

System or institutional distinctions between categories of students or categories of instruction can affect the time it takes students to complete programs. Limitations on extension courses that can be used to fulfill degree requirements or differences in resource allocations based on the time of day or year that instruction occurs are examples of such distinctions. Minnesota Community College System policies do not appear to contain such artificial distinctions that might slow time to program completion.

Student Advising

Student advising can be used as a mechanism to assist students to complete programs in a timely manner. Advice regarding degree requirements and information on progress toward fulfilling them can help students avoid delays in completing programs. Student academic advising in the Community Colleges is done primarily by counselors. Several colleges also have faculty advising programs. The impact of current student advising practices on the time it takes students to complete their educational programs is unclear.

Two projects currently underway have the potential to improve the Community Colleges student advising capabilities. The Computer Assisted Advising System (CAAS), if implemented at all of the College, will provide students with regular feedback on their

progress toward fulfilling degree requirements and assist them in making program decisions. The Computerized Assessment and Placement Program (CAPP), currently being implemented at all Community Colleges, will provide individual student counseling reports and help improve students' chances of success.

OPTIONS FOR INFLUENCING STUDENTS' TIME TO PROGRAM COMPLETION

Minnesota Community Colleges have only a few options for influencing students' time to program completion. Institutional factors that influence time to program completion, such as course availability and advising practices, can be altered. Other factors, such as students educational objectives and enrollment patterns, are generally beyond the control of the System and the Colleges.

Minnesota Community Colleges will continue to meet students' demands for course and program offerings at non-traditional times and locations. The System's facilities planning model will be used to document and address facility constraints.

Minnesota Community College degree requirements have changed only slightly since 1980. Students need to average 16 credits per quarter to complete degree programs in the conventional timeframe. Since most Community College students do not enroll on a full-time basis, they take longer than the conventional timeframe to complete their degrees. The System has agreements with Minnesota public four-year institutions in order to facilitate student transfer and minimize credit loss.

The System's student outcomes efforts and two projects that will improve student advising may influence students time to program completion. The outcomes efforts will provide information useful in understanding factors related to the time it takes students to complete their educational programs. The Computer Assisted Advising System (CAAS), if implemented at all of the Colleges, will help address the issue of timely completion by providing students with current information on their progress toward degree and transfer requirements. The Computerized Assessment and Placement Program (CAPP) will help improve students' chances of success.

Tuition banding is not an appropriate option for influencing Minnesota Community College students' time to program completion. Increases in the credit loads of full-time students under tuition banding could be offset by decreases in the credit loads of part-

time students. The subsidies from part-time students to full-time students implicit in banding are inconsistent with the System Mission to provide lifelong learning and reach many who may not have had an opportunity to pursue higher education. Part-time attendance is the most viable option for many of these students.

Minnesota Community Colleges cannot directly influence new students' preparation for college prior to their enrollment. The System's Mission gives the colleges the responsibility to enroll students without regard to preparation. The System's Student Success Strategy will enable underprepared students to succeed in college but may have the effect of increasing the time it takes them to complete programs.

The most significant factors in determining time to program completion may well be students educational objectives, their values and attitudes, and their attendance patterns. These factors are typically the result of life circumstances and personal choices made by students. As such, they cannot be directly influenced by post-secondary institutions.

MANDATE

A 1989 legislative mandate requires the State Board for Community Colleges and the other public post-secondary governing boards to each conduct a study of the completion of educational programs in a timely manner.[1] The study must examine ways of providing incentives for students to carry full credit loads. The study must also examine nonfinancial impediments to students completing programs in two or four years and ways to reduce or eliminate the impediments. The governing boards are to report their findings to the Higher Education Coordinating Board (HECB) for review and comment by January 15, 1990.

The mandate requires the Higher Education Coordinating Board to study mechanisms to encourage students to carry full course credit loads, to enroll in summer session or to otherwise complete their coursework in a timely manner. The Coordinating Board must report to the Legislature on its study and its review and comment on the governing boards' studies by March 1, 1990.

BACKGROUND

This section of the report presents background information on timely completion of educational programs. The concept of timely completion is discussed. Trends in program completion from the literature are briefly reviewed. Minnesota Community College students' educational objectives and reasons for attending are described.

The Concept of Timely Completion

The traditional concept of timely program completion in post-secondary education is the completion of an associate's degree in two years and/or a bachelor's degree in four years. This pattern is typically attributed to a student who graduates from high school and proceeds immediately to college. The student enrolls each term on a full-time basis and earns a degree in two or four years.

This traditional pattern of program completion is apparently not the rule, even for students whose objective is to complete a bachelor's degree. A national study found that over half of the bachelor's degree recipients in the high school graduating class of 1972 took more than four years after high school to earn their degree (Hill and Owings, p. 2).

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[1]Laws of Minnesota 1989, Chapter 293, Section 8, Subd. 4.

Forty-nine percent earned degrees within the traditional four years. Twenty-seven percent took five years and the 24 percent took six or more years. The report cited transferring from one college to another, changing majors, attending part-time and stopping out as potential reasons for taking more than four years to complete a degree.

Students pursuing the traditional pattern at four-year institutions represented a small minority of the 1980 high school graduating class. A national study found that only 16 percent of 1980 high school graduates enrolled in a four-year institution the fall after graduation and persisted at that institution on a full-time basis for four years (Carroll, p. 18). Seventy-four percent of these persisters or 12% of the original high school class ultimately earned bachelor's degrees pursuing the traditional pattern.

Trends in Time to Program Completion

Several studies have found evidence of increases in the time it takes students to complete post-secondary degree programs. A national study compared educational attainment of three cohorts of high school seniors. Three state studies examined aspects of the time it takes students to complete degree programs at public institutions.

Nationwide, the percentage of high school seniors who attained a post-secondary diploma, certificate or degree within four years after high school decreased substantially between 1972 and 1982. Forty-five percent of 1972 high school seniors had obtained a post-secondary award within four years after high school according to a national study (Schmitt, p. 3). The comparable figure for 1980 seniors was 24% and for 1982 seniors was 19%. Within six to seven years after high school, 58% of 1972 seniors and 37% of 1980 seniors had obtained a post-secondary award.

The percentage of students completing bachelor's degrees in four years decreased substantially at three Iowa universities between 1975 and 1980. An Iowa Board of Regents study reported 9% to 11% decreases in the four year graduation rates at the institutions that it governs (pp. 4-7). The study identified institutional and personal factors that contribute to the increase in the time it takes to complete a degree. Institutional factors included admissions standards, degree requirements, transfer practices, advising and course offerings, availability, scheduling and content. Personal factors included academic progress, course and major selection, employment, registration level, desire to complete and enhanced education.

The average number of semesters taken to complete a bachelor's degree in the University of Wisconsin System increased steadily between 1980 and 1988. A University of Wisconsin System study reported an eight percent increase, from 8.8 to 9.5, in the average number of semesters taken to graduate (p. 2). The report cited university programming, student education strategies and labor market conditions as explanations for the increases.

Students reported many and varied reasons for taking more than four years to complete degrees in a study at California's public universities. Students reported taking extra courses out of interest, the need to work, changing of majors, reduced courseload, the need better advising and repeating coursework as reasons for taking more than four years (California State Post-secondary Education Commission, p. 4).

Students' Educational Objectives and Reasons for Attending College

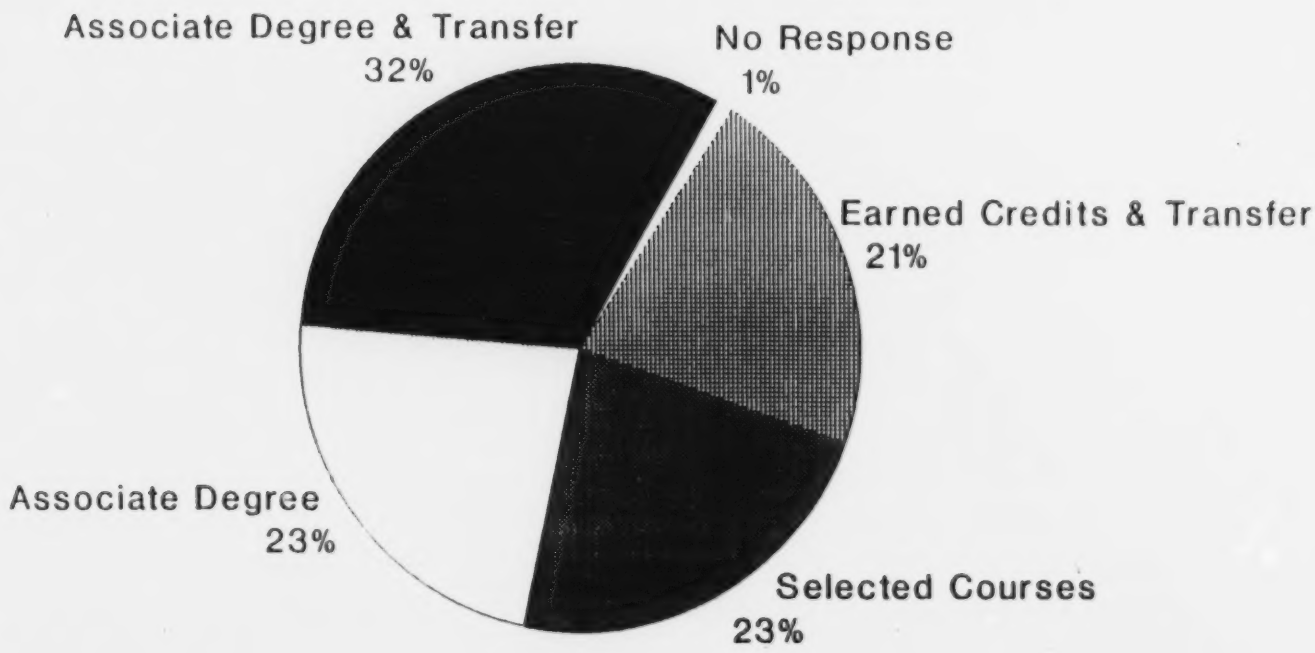
Students enroll in Community Colleges with differing educational objectives. Thirty-two percent of the students reported that their objective when they started college was to earn a degree and transfer to a four-year institution, as shown in Figure 1 (Taylor and Easterling, p. 3). An additional 21% wanted to earn credits and transfer. Earning a degree was the objective of 23% of the students. Completing selected courses was the objective of 23%. This information was collected in 1987 from a group of Minnesota Community College students who first enrolled in fall 1984

Students' objectives change as they pursue their education. Students originally seeking a degree and employment may decide to transfer to a four-year institution. Students intending to complete selected courses may subsequently decide to pursue a degree and/or transfer. Students with a degree objective may decide that a few courses meet their needs. A 1989 study of transfers from Rochester Community College to other institutions found that 28% of the students who did not have the objective of transferring changed objectives and transferred (BW Associates, p. 15).[2]

Students also have a variety of reasons for attending Community Colleges. Almost three-quarters of students reported an employment-related reason for attending college, as shown in Figure 2 (Taylor, p. 3). Preparing for a first career was the reason reported

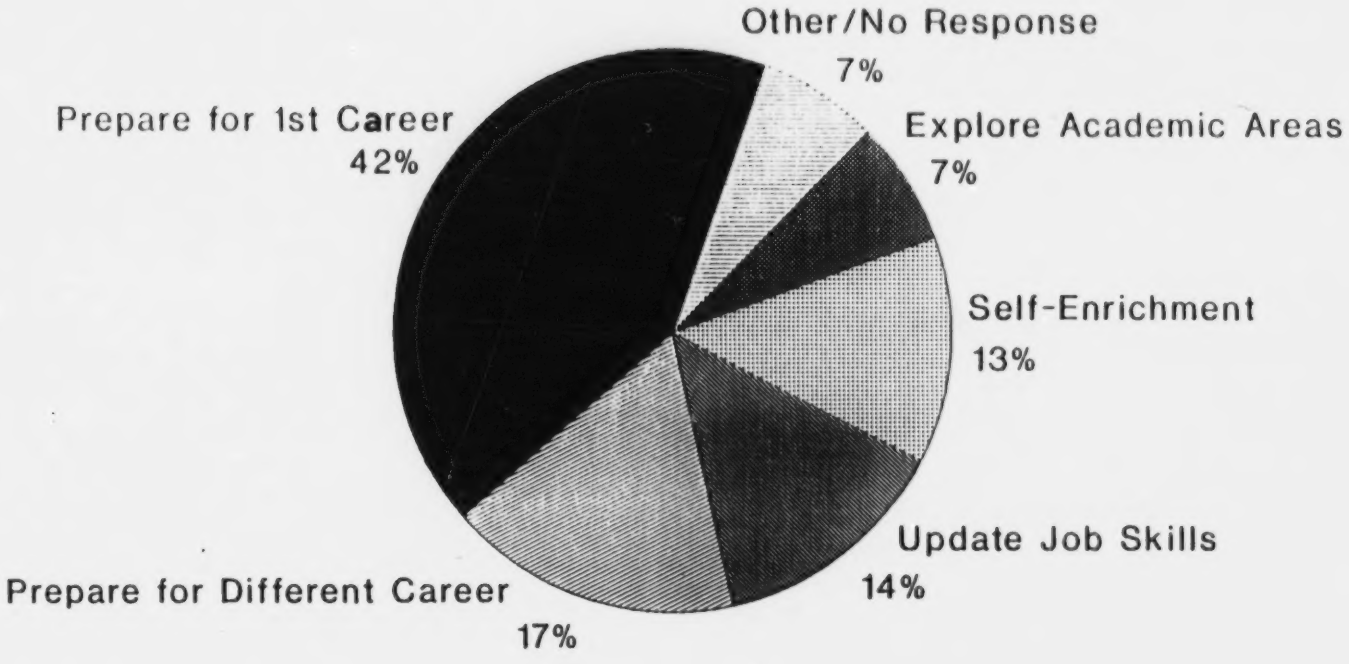
[2]The percent was calculated from information presented in Figure 14 of the report.

Figure 1
Students' Educational Objectives
Minnesota Community College System



Source: 1987 MCCS Retention Study

Figure 2
Students' Reasons for Attending College
Minnesota Community College System



Source: 1987 MCCS Retention Study

by 42%, the largest group of students. Preparing for a different career was reported by 17% of the students. Updating job skills was the reason reported by 14% of the students. Self-enrichment was reported by 13% of students as their reason for attending. Seven percent of the students reported that they were attending to explore a new academic area.

Students' educational objectives need to be reflected in the concept of timely program completion. The traditional concept applies to students pursuing a degree or certificate. Timely completion for a student seeking an associate degree on a full-time basis is two years. Application of the concept to students earning credits for transfer to other institutions is more difficult. The expected completion time depends on how many credits the student wishes to accumulate. Timely completion for a full-time transfer student may be anywhere from one to six terms. The traditional concept of timely program completion is even less relevant for students whose objective is to take selected courses. The expected completion time for these students depends on their specific course objectives. Timely completion for a student taking a few courses for personal enrichment may be one or several terms.

Students' Attendance Patterns

Students' attendance patterns affect the time it takes them to complete educational programs. Attendance patterns consist of the registration level in a term and the enrollment pattern over several terms. Registration levels can vary from one to 20 or more credits in a term. The number of courses ranges from one to five or more. Enrollment patterns can vary from one term to five terms per year for several years.

Students' attendance patterns need to be reflected in the concept of timely program completion. Students attending on a half-time basis double the "traditional" timeframe of two years for completing a degree program. Students attending on a quarter-time basis quadruple the "traditional" timeframe for completing a degree program. Students who "stop out" for one or more terms also extend the timeframe for completing a degree program.

Students choose attendance patterns for a variety of reasons. Students' financial needs and associated employment affect their attendance patterns. Students without dependents who were attending Minnesota public two-year institutions reported living

costs that ranged from $2,200 to $11,300 in 1989 dollars (Schoenecker and Setter, p. 29).[3] Students at the upper end of this range are likely to be employed more hours per week than students at the lower end of the range. Students' family responsibilities may prevent them from attending on a full-time basis. The methods students choose for financing their education can affect their attendance patterns (Setter and Schoenecker, pp. 4-7). Financing an education from earnings may limit students' registration levels or necessitate stopping out. Financing an education with loans may allow students to register for full-time loads and/or enroll for five terms per year.

FACTORS ASSOCIATED WITH TIME TO PROGRAM COMPLETION

There are many factors that affect the time it takes students to complete their educational programs. The legislative mandate specified that the governing board reports should address the following factors:

(1) tuition banding and other mechanisms to encourage students to carry full credit loads;

(2) unavailability of courses;

(3) expanded programmatic requirements;

(4) students' lack of preparation for college;

(5) changes in values and attitudes; and

(6) other factors identified by the boards.

The HECB, in its criteria for review and comment on governing board reports, identified the following additional factors:

(1) registration levels;

(2) similar treatment of students; and

(3) student advising.

This section of the report describes each of the factors and discusses how they might affect the time it takes students to complete their educational programs.

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[3]These figures are based on living costs reported by Minnesota State Grant Program applicants in 1984-85 and are adjusted to 1988-89 dollars using the Consumer Price Index.

This report uses existing Community College System information and research findings of other investigators. It does not directly address the perspective of Minnesota Community College students on timely completion of educational programs. The timeframe for the study precluded the survey research necessary to address the student perspective.

Tuition Banding

Tuition banding allows students at certain registration levels to take higher credit loads without paying additional tuition. It provides students a financial incentive to take higher credit loads and/or enroll on a full-time basis. Students taking advantage of tuition banding would presumably complete their educational programs sooner than they otherwise would have because of the higher credit loads. This section describes tuition banding and its potential impact on time to program completion in the Minnesota Community College System.

The University of Minnesota uses tuition banding at all five of its campuses. Undergraduate students who take 14 through 18 credits pay the same tuition rate. The rate is equal to the per credit tuition rate times 14 credits. Students taking more than 18 credits pay the full-time 14 credit tuition rate plus the per credit rate for each credit over the 18th.

The research literature has documented the impact of changes in price on enrollment. Several studies estimated the decrease in enrollment resulting from a specified increase in tuition. Jackson and Weathersby summarized several studies and reported a range of -.05 to -1.46 percentage change in the enrollment ratio for each $100 increase in cost to students (p. 647). Jackson and Weathersby cautioned that price decreases may have a larger percentage impact on enrollments than comparable increases (p. 649). They noted that enrollment consists of several decisions each of which might be affected differently by changes in price. A study on the effect of a 1986 tuition reduction in Virginia Community Colleges noted increases in enrollment and in the average credit load of full-time students (Puyear, pp 26-8). In response to a survey on the effects of the tuition reduction, 17% of students reported that it affected their credit load and 14% reported that it affected their decision to attend. A Wisconsin study found that older students are more responsive to tuition increases than recent high school graduates (Bishop and Van Dyk, p. 18).

The concept of tuition banding implies either a loss in tuition revenue for the institution or a tuition subsidy from one group of students to another. If tuition banding was implemented without a change in tuition rates, the institution would forego the tuition revenue that would have been paid for credits within the band. Alternatively, tuition banding could be implemented with an increase in tuition rates sufficient to offset the loss from banding. This approach would result in a subsidy to students registering for banded credit levels from all other students.

A simple analysis of the revenue and subsidy impacts of one tuition banding approach on the Community College System was conducted. The approach called for students taking 12 through 17 credits to pay a tuition rate equal to that for 12 credits. All other students would pay the per credit rate for all credits they take. No impact of tuition banding on registration levels was assumed. Thus, to the extent that students do respond to banding with higher credit loads, the analysis presents a conservative estimate of the impact. The analysis used student registration levels during the 1988-89 fiscal year and ignored non-resident tuition.

Tuition banding in the Community College System during fiscal year 1989 would have resulted in a tuition revenue loss of $2.8 million. This estimate assumes that tuition rates would have remained at their 1988-89 levels. The estimated loss would have been approximately 7.1% of System tuition revenue in fiscal year 1989. This amount is roughly the annual operating budget for a small community college.

A 7.7% increase in the fiscal year 1989 per credit tuition rate would have been necessary to avoid a tuition revenue loss. This increase would have been in addition to the 5.5% increase in 1988 rates that occurred in 1989. Under this banding approach, 1989 tuition rates would have been 13.6% higher than 1988 rates.

The implementation of banding with a tuition increase to offset the revenue loss would have resulted in a subsidy to students registering for 13 through 17 credits from all other students. The subsidies would have ranged from a 1% to a 24% decrease in tuition. The students that would have received the subsidy constituted 25% of all Minnesota Community College students in fiscal year 1988-89.

The impact of banding on student registration levels and the time it takes students to complete their programs is uncertain. The theory suggests that banding would have a positive impact on registration levels for some students and on the percentage of full-time

students. The theory also implies that the tuition increase resulting from banding could mean lower registration levels for students who don't take advantage of banding. The potential adverse impact of tuition banding on the registration levels of part-time students could be even larger than the positive impact on full-time students. The majority of part-time students are older and might be more responsive to a tuition increase than the younger full-time students would be to a tuition decrease. Students who don't take advantage of banding are likely to be a majority of Minnesota Community College students, given the current distribution of students by registration level. Their choice of part-time attendance is often based on factors such as family circumstances or employment which are not likely to be influenced by banding. As a result of the potential offsetting impacts, the net effect of tuition banding on registration levels and the time it takes students to complete their educational programs in the System could well be negligible.

Availability of Courses

The availability of courses when students need them may affect their progress toward program completion. Students who cannot enroll in the courses they need for their programs may have to delay completion. Constraints on the availability of faculty, classrooms and resources can affect course offerings. This section describes constraints on the availability of courses in the Minnesota Community College System and steps taken the colleges to improve access to courses.

While the availability of faculty in the Minnesota Community College System does not currently appear to be a constraint on course offerings, the potential for constraints in the future exists. The colleges have generally not encountered difficulty in hiring qualified faculty. The availability of faculty could become a constraint on course offerings in the future. A projected shortage of qualified individuals may make it more difficult to replace large numbers of faculty expected to retire. The System's faculty collective bargaining agreement does specify limits on several aspects of faculty assignment which must be considered in scheduling classes. The contract contains limits on credits taught per term, contact hours, elapsed time from beginning to end of assignment and class size.

The availability of instructional space is a constraint on course offerings in the Community College System. Systemwide, the current inventory of instructional space is 16% less than the amount of space recommended by the Minnesota Community College

Facilities Model. The model is based on national standards for space use and current enrollments. The problem of space availability is more acute at some colleges than at others, at certain times of the day and for certain types of space.

The state funding policy that provides appropriations on a two-year lag basis is a constraint on course offerings. Fiscal year 1989 enrollments are funded in fiscal year 1991. In periods of rapid enrollment growth, such as those experienced by the Community College System in the last five years, state funding policy constrains the Colleges ability to offer courses. The temporary marginal funding provided by the state has moderated the effects of the two-year lag on course offerings.

Most Community Colleges use a system of registration priority to improve students' access to courses. Typically, student registration order is based on the number of credits accumulated. The closer students get to program completion, the earlier they register and the better their selection of courses. As a consequence of registration priority, any adverse impact of course availability on the time it takes students to complete programs typically occurs early in their community college careers.

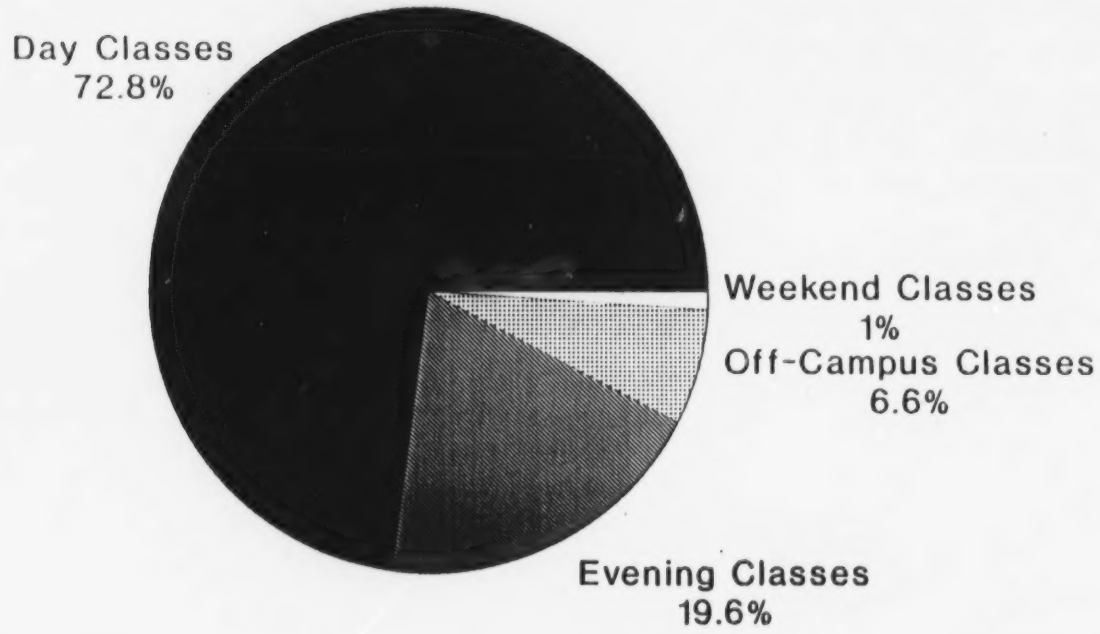
Minnesota Community Colleges provide extensive course offerings at non-traditional times and places in order to accommodate students' attendance patterns. Figure 3 presents the distribution of Community College System FYE by time of day and location. Over 20 percent of the 1988-89 academic year FYE was generated in evening and weekend courses. An additional seven percent was generated at off campus locations. Five percent of the System's 1988-89 fiscal year FYE enrollment was generated in summer.

Community College enrollments in off-campus, weekend and summer courses have increased substantially in recent years. Off-campus FYE increased 18% and weekend FYE increased by 44% from 1987-88 to 1988-89. Summer FYE enrollment increased by 21% from 1988 to 1989.

Several Community Colleges make degree programs available at non-traditional times of the day and week. Block scheduling is used to make complete degree programs available in the mornings, afternoons and evenings. Weekend colleges make entire degree programs available on Friday evenings, Saturdays and Sundays.

Although the Community Colleges have some constraints on the availability of courses, the impact of these constraints on the time it takes students to complete educational programs is probably not significant. The colleges have taken measures to

Figure 3
FYE By Time and Location
Minnesota Community College System



Fiscal Year 1989
Source: MCCS Planning and Research

improve the availability of courses through registration priority based on the number of credits earned. The colleges also provide students with access to course and program offerings at non-traditional times and places.

Degree Requirements

The expansion of degree requirements through added course content and courses may contribute to the lengthening of the time it takes students to complete programs. Trends in Community College degree requirements, the credit loads necessary to complete programs in conventional timeframes and the amount of time taken by recent program completers are described this section. Measures taken by the System to ease transfer from Community Colleges to four-year institutions are also discussed.

The number of credits required to earn an associate degree in the Community College System has increased only slightly since 1980. The average number of required credits increased by 1.7%, from 93 to 95 credits. The increase for associate of arts programs was 1.2% and the increase for career programs was 2.2%. The changes are based on a comparison of programs that appeared in both the 1980-82 and 1988-90 Community College catalogues. Table A-1 in Appendix A contains the information on credit requirements for each program.

Community College degree programs can be pursued on a full or part-time basis. Full-time students would need to earn an average of 16 credits per quarter to complete an associate of arts degree or a career program in two years. Part-time students would need to earn an average of 8 credits per quarter to complete an associate of arts degree or a career program in four years. Full-time students in joint Community College and Technical College programs would need to earn an average of 17 credits per quarter to complete the program in two years. The Community College portion of the joint program usually consists of 32 credits which can be completed in two quarters of full-time enrollment. Table A-2 in Appendix A contains the information on credit requirements for the majority of current community college programs.

Minnesota Community College students take more than two years to earn their degrees. Students who initially enrolled in Fall quarter 1984 took an average of 8.5 terms, including summer sessions to graduate. They took an average load of slightly more than 11 credits per term and accumulated an average of 96 credits, one more than the average

required for graduation. This information is based on an analysis of enrollment patterns over five years for new students who first enrolled in fall 1984. Some graduates were excluded from the analysis because their degrees were not recorded in the Minnesota Community College Student Information System. The average number of terms taken to graduate is probably overstated and the average credit load is probably understated as a result of these exclusions.

Minnesota Community College System has transfer agreements with the University of Minnesota (U of M) and several of its colleges and with the Minnesota State Universities. The agreements simplify students' transfer from Community Colleges to these four-year institutions and minimize credit loss from transfer. Community College students who meet U of M admission criteria and complete Community College courses that meet U of M requirements can transfer to upper division programs on the same basis as students who started at the U of M. Transfer guides that specify which courses meet U of M requirements are available at all Community Colleges. The agreements also permit Community College students to enroll concurrently at both institutions in order to take University courses. The transfer agreement with the State Universities specifies that an associate of arts degree from a community college fulfills the baccalaureate distribution requirements of the Universities.

The impact of changes in Community College degree requirements on the time it takes students to complete their educational programs is probably not significant. Credit requirements in the System's degree programs have increased only slightly since 1980. Community College degree programs require an average of 16 credits per term to complete in two years and an average of 8 credits per term to complete in four years. Students who initially enrolled in fall 1984 and earned Community College degrees averaged 11 credits per term and consequently took 8.5 terms to complete their degree. Since they minimize the possibility of credit loss, the System's transfer agreements with public four-year institutions largely overcome the adverse impact of transfer on the time it takes students to complete their educational programs.

Students' Lack of Preparation for College

Students' lack of preparation for college level courses may increase the time it takes them to graduate. They may need to take developmental courses in order to succeed in

college level courses. Since developmental courses usually cannot be used to fulfill degree requirements, the lack of preparation typically adds to the time required to graduate.

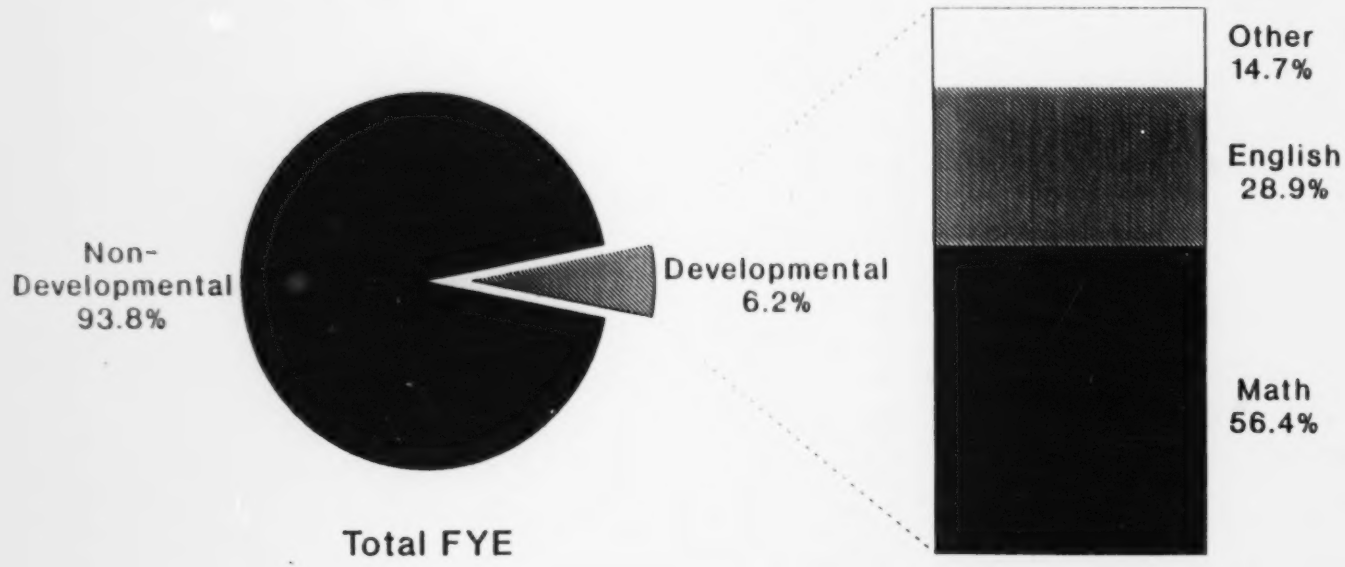
The Minnesota Community College Mission Statement stresses a commitment to lifelong learning for "individuals with varying interests, aspirations and abilities, reaching many who may not have had an opportunity to pursue higher education." This mission is consistent with the open door admissions policy specified in the legislation that established the System. A copy of the Mission Statement is contained in Appendix B.

To fulfill their mission, the Colleges offer developmental courses for students at varying stages of preparation for collegiate academic work. Approximately 12% of System average headcount during the 1988-89 academic year was enrolled in at least one developmental course. Full Year Equivalent (FYE) enrollment in developmental courses accounted for about six percent of the System's total in fiscal year 1988-89, as shown in Figure 4. Courses include mathematics, English, reading and study skills. Over half of the FYE enrollment in developmental courses during 1988-89 was in math courses and nearly one-third was in English courses. Fall quarter full time equivalent (FTE) enrollment in developmental courses has increased substantially in the last three years. Fall 1988 FTE in developmental courses was 50% higher that in fall 1986. FTE increased by 24% from fall 1986 to fall 1987 and by 21% from fall 1987 to fall 1988.

Students enrolled in developmental courses in the System during fall quarter 1988 were younger, more likely to be a member of a racial/ethnic minority, more likely to be male and more likely to be enrolled on a full-time basis than the typical Minnesota Community College student. Students under the age of 21 constituted 53% of headcount in developmental courses while they constituted 39% of total headcount. Racial/ethnic minorities were 9.5% of headcount in developmental courses while they were 4.3% of the total System headcount. Males constituted 46% of headcount in developmental courses while they constituted 39% of the total System headcount. Students enrolled in developmental courses were predominately full-time (67%) while total enrollment is predominately part-time (56%).

The System has adopted a Student Success Strategy as part of its Strategic Plan. All students enrolling for or accumulating more than eight credits have their basic skills assessed. Students who need to improve their skills are referred to the appropriate developmental courses or to learning labs for individualized assistance. The System's

Figure 4
FYE in Developmental Courses by Subject
Minnesota Community College System



Fiscal Year 1989
Source: MCCS Planning and Research

suspension/probation policy ensures that only students who are serious about completing their educational goals will be allowed to continue to enroll. The System has established a student outcomes assessment effort.

The System and the colleges have undertaken several projects to document, analyze and assess student outcomes. The System has designated North Hennepin Community College as the site of a pilot student outcomes project. North Hennepin is implementing a comprehensive approach for monitoring the quality of the community college educational experience. A second Community College will be designated as the site of a pilot student outcomes project during 1990. The pilot projects are funded by a special state appropriation awarded by the HECB. The System continues to monitor the academic success of community college students who have transferred to baccalaureate institutions. The System also has developed a data base and reporting system to track student retention and completion.

Lack of preparation for college level courses increases the time it takes some students to complete their educational programs. Twelve percent of Community College students enrolled in fall quarter 1988 took at least one developmental course which did not count toward degree requirements. It is the mission of the Community College System, however, to provide opportunities for such students. The System's Student Success Strategy is designed to help underprepared students achieve their educational objectives at a community college.

Changes in Values and Attitudes

Changes in students' values and attitudes may mean that they now place a lower priority on completing their educational programs in conventional timeframes. Factors such as a heightened concern about financial circumstances and broader educational experiences may be more important than "timely" completion.

Students place a much higher priority on their financial circumstances than they did in the past. Over 73% of first-time full-time students in fall 1988 reported that being well off financially was a very important life goal, up from 39% in fall 1970 (Astin, p. 60). Relatively high rates of student employment during the academic year may be due in part to this concern about financial circumstances. A 1987 study found that 63% of students in Minnesota post-secondary institutions were employed and 19% were seeking

employment during spring term (Setter, p. 26). The pattern of student employment appears to be well established in high school. Almost 67% of high school students aged 15-19 reported being employed in 1980 (Lewin-Epststein, p. 12). Growing labor market shortages for young workers may increase the tendency for students to be employed.

Students' reasons for delaying completion of their degrees also suggest that employment and educational decisions are quite important. A need to work was reported by students as the second most important factor delaying their degree completion in a 1988 University of California study (California, p. 4). Students may also place a higher value on a broad educational experience than on timely completion. The California study also found that many students reported changing majors, taking reduced courseloads to put more effort into fewer courses or taking additional courses out of personal interest as important reasons for taking more than four years to complete their degree (California, p. 7). An Iowa Board of Regents study indicated that students no longer feel compelled to complete their education in the traditional timeframes (p. 7). Peer pressure to complete programs "on time" has decreased significantly.

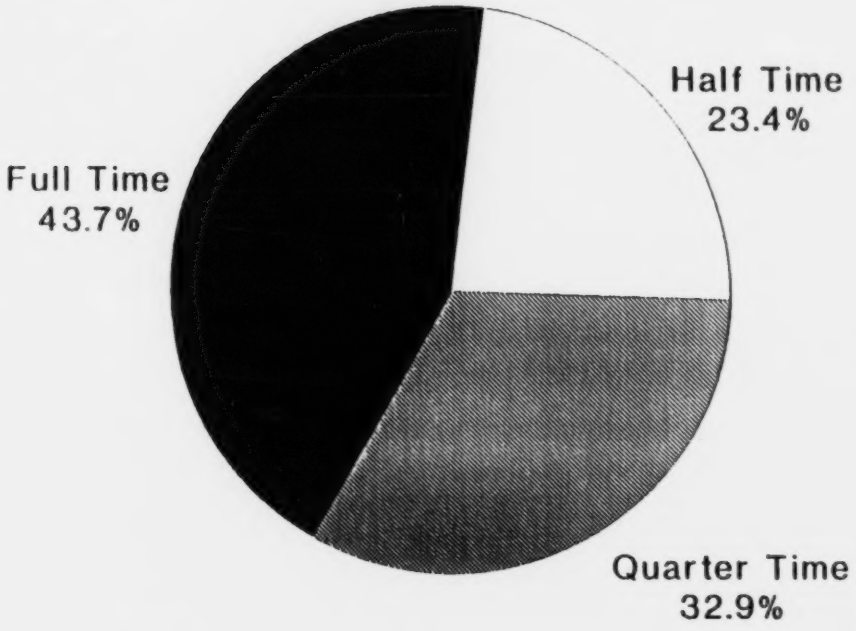
Students' values and attitudes may be affecting the time it takes them to complete their educational programs. Concern about financial circumstances and a broader educational experience appear to be more important to many students than completing their educational programs in conventional timeframes.

Students' Registration Levels and Enrollment Patterns

Minnesota Community College students pursue their educational objectives with a variety of registration levels and enrollment patterns. This variety is a reflection of the diversity of students enrolled in the System. The differences in registration levels and enrollment patterns affect the time it takes students to complete their educational programs.

Minnesota Community College students are distributed across a range of registration levels. Figure 5 presents the distribution in graphic form. Full-time students (12 or more credits) accounted for 43.7% of System headcount enrollment in fall quarter 1989. Half-time students (6 to 11 credits) accounted for 23.4% of headcount enrollment. Quarter-time students (1 to 5 credits) accounted for 32.9% of System headcount enrollment in Fall

Figure 5
Registration Level
Minnesota Community College System



Fall 1989 10th Day
Source: MCCS Planning and Research

1989. Table A-3 in Appendix A presents detailed information on the distribution of registration levels by credit.

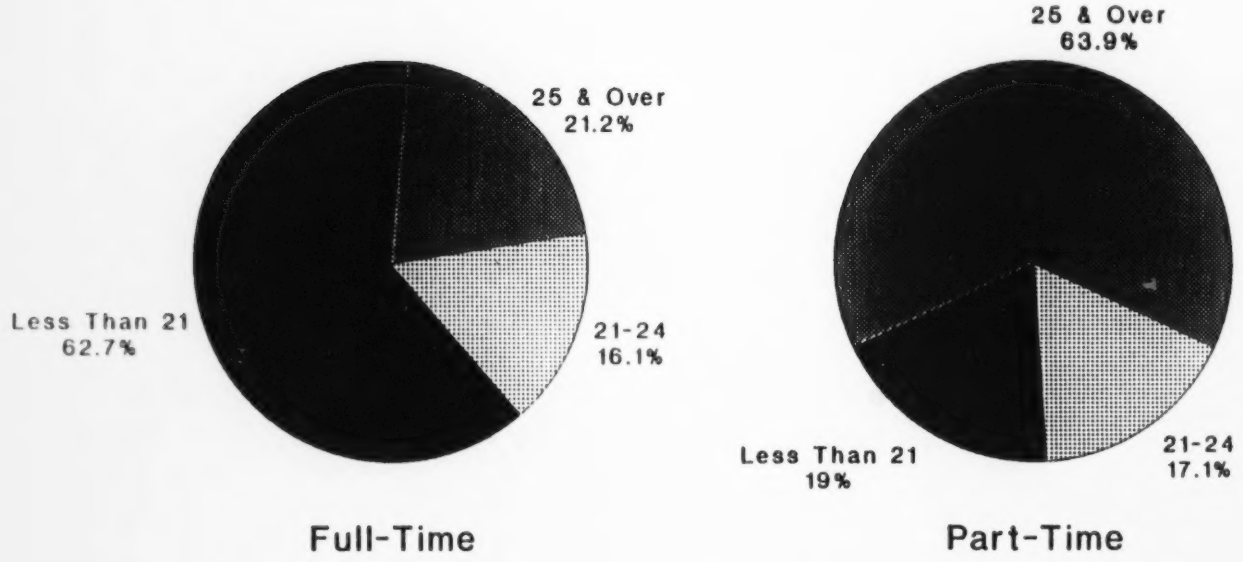
The demographic characteristics of students attending Minnesota Community Colleges full-time and part-time differ significantly. Full-time students tend to be younger, with 62.7% under the age of 21, based on fall quarter 1988 data as shown in Figure 6. Part-time students tend to be older, with 63.9% over the age of 25. Full-time students are somewhat more likely to be female (52.9%), while part-time students are predominantly female (67.9%), as shown in Figure 7.

Minnesota Community College students' enrollment patterns over time differ substantially on the basis of their initial registration level. The vast majority of students initially registering on a full-time basis (76.1%) enrolled for three or more terms, as shown in Figure 8. The vast majority of students initially registering on a quarter-time basis (78.1%) enrolled for only one or two terms. Students initially registering on a half-time basis were split equally between those who enrolled for one or two terms (50.3%) and those who enrolled for three or more terms (49.7)%. Half-time students (28.4%) were more likely than full-time (22.4%) and quarter-time students (21.4%) to stop out for one or more terms. This information is based on an analysis of enrollment patterns over five years for new students who first enrolled in fall 1984.

The number of terms it takes Minnesota Community College students' to graduate differs on the basis of their initial registration level. The majority of students initially registering on a full-time basis (69.2%) took eight or fewer terms to graduate, as shown in Figure 9. Students initially registering on a half-time (52.6%) or quarter-time basis (55.0%) were more likely to take nine or more terms to complete their degree. This information is based on an analysis of enrollment patterns over five years for new students who enrolled in fall 1984.

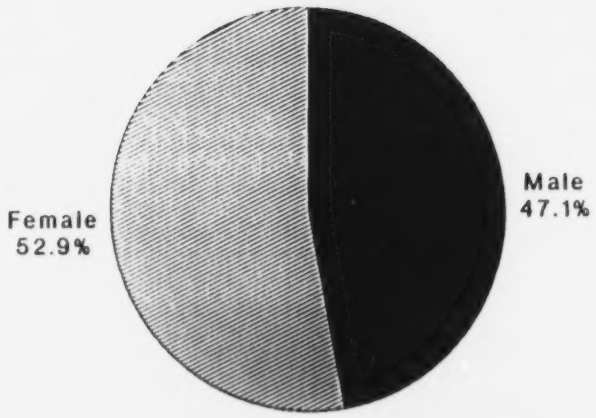
Minnesota Community College students choose a variety of registration levels and enrollment patterns, and these choices affect the time it takes them to complete their educational programs. Students who initially register on a full-time basis attend for more terms than students who initially register on a half-time or quarter-time basis. Students who start on a full-time basis also complete their degree programs in fewer terms than students who start on a half-time or quarter-time basis.

Figure 6
Student Age by Full/Part-Time Status
Minnesota Community College System

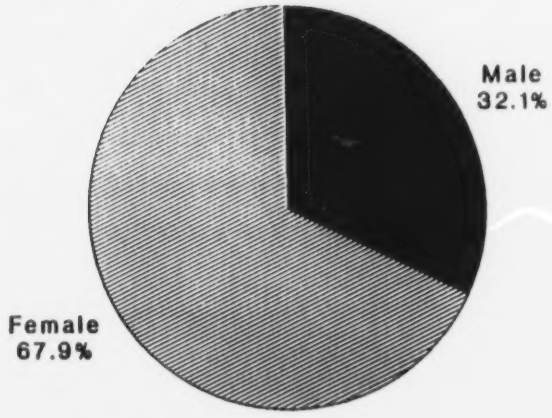


Fall 1988 10th Day
Source: MCCS Factbook

Figure 7
Student Gender by Full/Part-Time Status
Minnesota Community College System



Full-Time

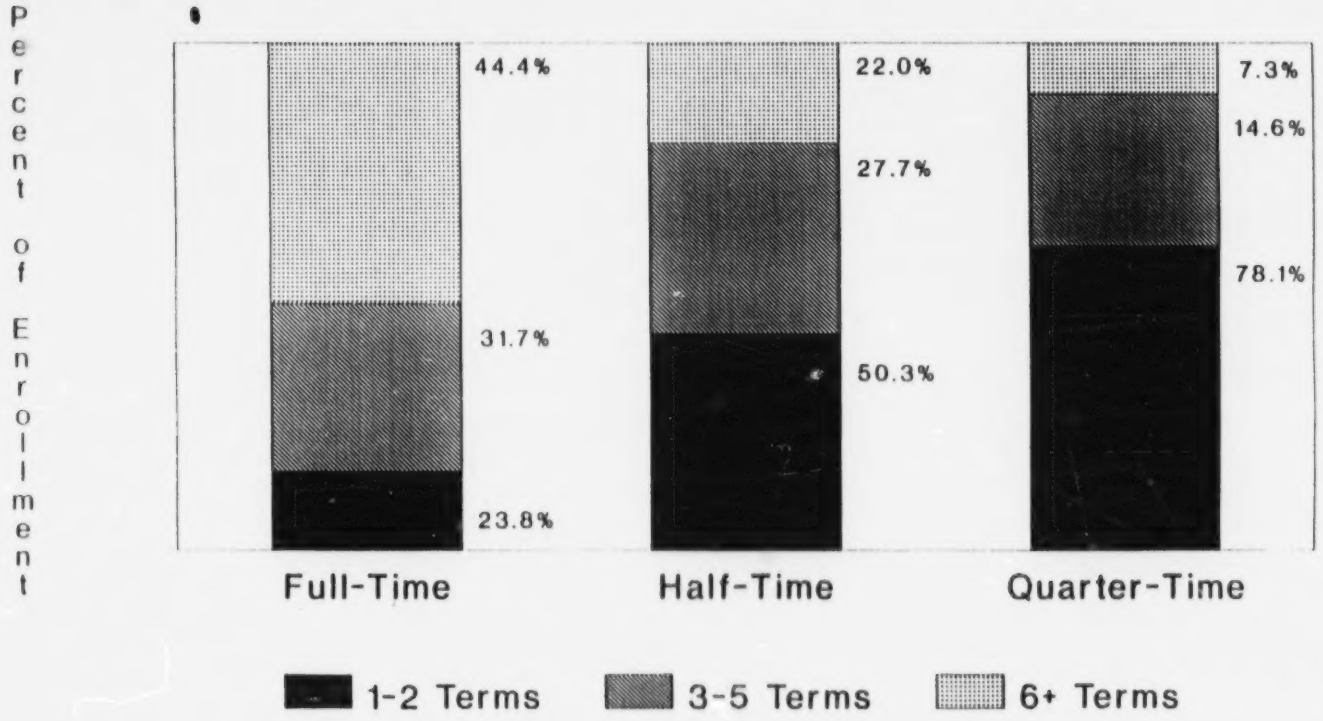


Part-Time

Fall 1988 10th Day
Source: MCCS Factbook

Figure 8 - Number of Terms Enrolled By Initial Registration Level

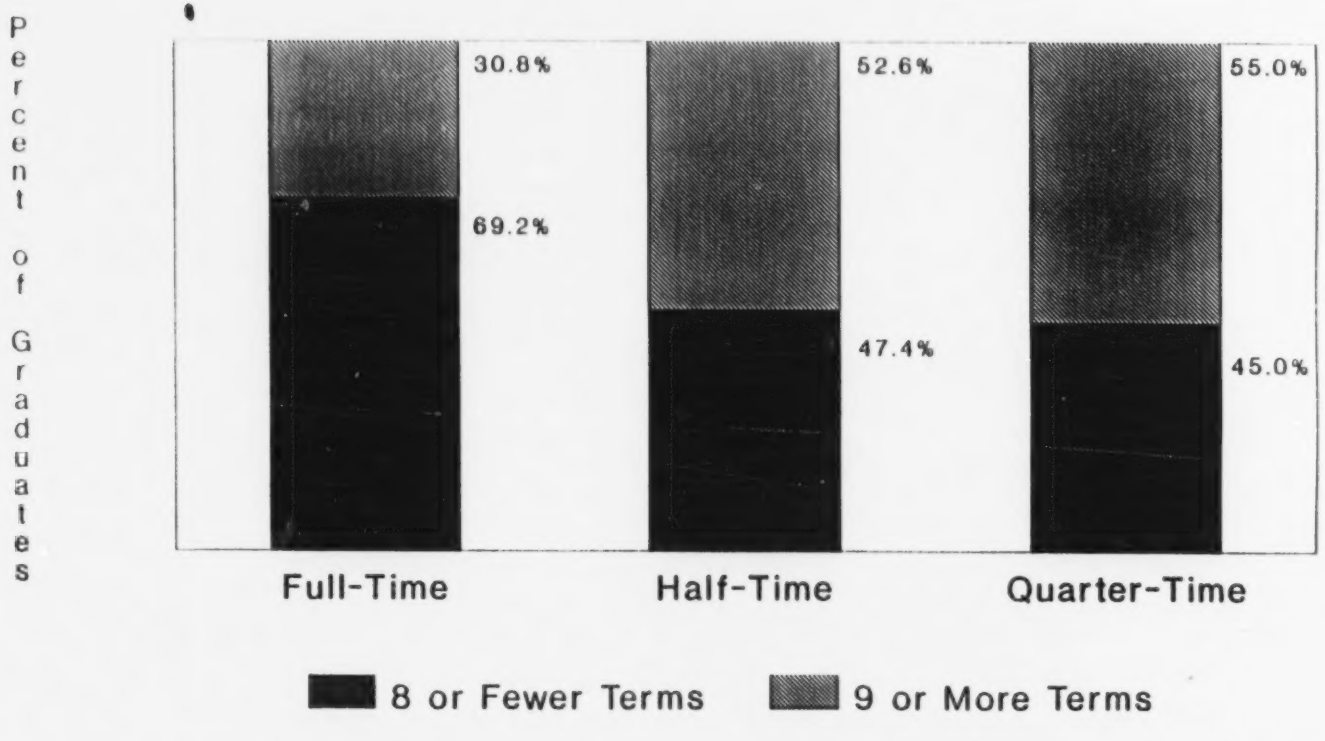
Minnesota Community College System



Fall 1984 New Students Tracked
Through Summer 1989
Minnesota Community College System

Figure 9 - Number of Terms to Graduate By Initial Registration Level

Minnesota Community College System



Fall 1984 New Students Tracked
Through Summer 1989
Minnesota Community College System

Similar Treatment of Students

System or institutional distinctions between categories of students or categories of instruction can affect the time it takes students to complete programs. Limitations on extension courses that can be used to fulfill degree requirements or differences in resource allocations based on the time of day or year that instruction occurs are examples of such distinctions. Minnesota Community College System policies do not appear to contain such artificial distinctions that might slow time to program completion. Degree requirements do not differentiate on the basis of time or location of instruction. The System allocation policy provides resources to the colleges on the basis of enrollment regardless of when or where it is generated.

Student Advising

Student advising can be used as a mechanism to assist students to complete programs in a timely manner. Advice regarding degree requirements and information on progress toward fulfilling them can help students avoid delays in completing programs. Student advising in the Minnesota Community College System is described in this section. Two projects that have the potential to improve the Community Colleges' student advising capabilities are also discussed.

Student academic advising in the Minnesota Community College System is done primarily by counselors. Counselors are employed to provide academic, career and personal counseling to students. The counseling services typically provided at the colleges include assessment testing, referrals, assistance in choosing a program and planning course sequence, information about program requirements and students' progress toward fulfilling them, transfer advising, information about occupational opportunities and career planning. Several colleges also have formal faculty advising programs. Students are assigned to a faculty member in their field of study. The faculty members typically provide advice on academic requirements and students' progress in fulfilling them. Informal faculty advising also occurs as part of instructional process, particularly in the career programs.

Advising at the colleges may occur in one-to-one sessions or in small group settings for students in the same program. The option of one-on-one meetings is always available. Most colleges have mandatory advising sessions for new degree program students. Some colleges, typically the smaller ones, schedule quarterly advising meetings with each degree

program student and/or with students on probation. Other colleges make advising services available to students upon request. This latter approach is typically used at the larger colleges and is the result of insufficient staff to meet with all students every term. Advising is usually available on a scheduled or walk-in basis during days and evenings for all students regardless of whether they are in a degree program. Students also receive a college catalogue which describes program requirements and often provides sample course sequences.

A Computer Assisted Advising System (CAAS) which is being implemented at Lakewood Community College has the potential to improve the Community Colleges' student advising. One component of the CAAS brings together information on students from several sources. The information includes high school rank and selected high school course data, ACT and SAT scores, college assessment results, recommended developmental courses and detail on courses transferred-in from other institutions. A second component of the CAAS is a degree audit function. The audit matches the college's program requirements with the student's academic history, including courses that have been transferred. The audit will also match the student's academic history with the requirements of colleges to which the student is considering transfer.

The CAAS will provide benefits to students and to the college. Students will receive more complete, understandable and current information about Community College and prospective transfer institution program requirements and their progress toward fulfilling the requirements. They will be given menus of community college courses that will fulfill the requirements. The addition of "what if" degree audits will help students in considering Community College and transfer college program options. The CAAS will facilitate consistent application of academic requirements to all students. The centralized source of data on students and the automated degree audit will allow counselors to spend more time counseling students. The CAAS will improve graduation clearance and course demand forecasting. Implementation of the CAAS at all Minnesota Community Colleges is currently being considered.

A Computerized Assessment and Placement Program (CAPP), currently being implemented at all Minnesota Community Colleges, also has the potential to improve student advising. CAPP scores English, math, reading and language assessment tests. The program determines student placement in appropriate courses using cut-off scores,

subscores, educational background and other criteria. CAPP retains a data base on all students who are assessed and provides individual student counseling reports as well as institutional reports. The program speeds the assessment, placement and notification processes. Assessment and placement in developmental courses, where necessary, will help students prepare for college-level work before attempting it and will improve their chances of success.

The impact of current Community College student advising practices on the time it takes students to complete their educational programs is unclear. The colleges provide students with information on program requirements and provide an opportunity for regular feedback on student progress. As a result of insufficient staffing, however, some colleges are not able to provide face-to-face advising for all degree program students every term. The Computer Assisted Advising System currently being implemented at Lakewood Community College has the potential to improve the Community Colleges' student advising through regular feedback and assistance in making program decisions. The Computerized Assessment and Placement Program (CAPP) will provide individual student counseling reports and help improve students' chances of success.

OPTIONS FOR INFLUENCING STUDENTS' TIME TO PROGRAM COMPLETION

There is a national trend toward students taking longer than the traditional two year and four year timeframes to complete associate's and bachelor's degrees. Minnesota is undoubtedly part of this trend. The report has addressed several factors that are related to the time it takes students to complete their educational programs. This section discusses the options available to the Community College System for influencing students' time to program completion.

Minnesota Community Colleges have only a few options for influencing students' time to program completion. Institutional factors that influence time to program completion, such as course availability and advising practices, can be altered. Other factors that influence time to program completion, such as students educational objectives and enrollment patterns, are generally beyond the control of the System and the Colleges.

Minnesota Community Colleges will continue to meet students' demands for course and program offerings at non-traditional times and locations. The System is preparing a grant application for a faculty development institute to address the potential long term faculty replacement problem. The System's facilities planning model will be used to document and address facility constraints.

Minnesota Community College degree requirements have changed only slightly since 1980. Students need to average 16 credits per quarter to complete degree programs in the conventional timeframe. Since Community College students typically do not enroll on a full-time basis, they take longer, on the average, than the conventional timeframe to complete their degrees. The System has entered into agreements with Minnesota public four-year institutions in order to facilitate student transfer and minimize credit loss.

The System's student outcomes efforts will provide information useful in understanding factors related to the time it takes students to complete their educational programs. The data base and reporting system to track student retention and completion will provide a better understanding of community college student enrollment patterns. It will also allow the examination of trends in retention and completion. The student outcomes efforts may lead to better measurement of students' educational objectives and changes in those objectives.

Minnesota Community Colleges have initiated two projects that will improve student advising. The Computer Assisted Advising System (CAAS), if implemented at all of the Colleges, will improve student advising. The CAAS will help address the issue of timely completion by providing students with current information on their progress toward degree requirements. Students will also be better informed regarding how their Community College courses will fulfill the requirements of the college to which they plan to transfer. The Computerized Assessment and Placement Program (CAPP) will provide individual student counseling reports and help improve students' chances of success.

Tuition banding is not an appropriate option for influencing Minnesota Community College students' time to program completion. It is not clear that tuition banding would have the desired affect of decreasing the time it takes students to complete their programs. Increases in the credit loads of full-time students under tuition banding could be offset by decreases in the credit loads of part-time students. The subsidies from part-time students to full-time students implicit in banding are inconsistent with the System Mission to provide

lifelong learning and reach many who may not have had an opportunity to pursue higher education. Part-time attendance is the most viable option for many of these students.

Minnesota Community Colleges cannot directly influence new students' preparation for college prior to their enrollment. The System's Mission gives the colleges the responsibility to enroll students without regard to preparation. The colleges will, however, assess students when they enroll and provide them with developmental course offerings and individualized assistance which will enable them to succeed in college courses. They Colleges will also enforce the System probation/suspension policy to ensure that only students who are serious about completing their educational goals will be allowed to continue to enroll. The assessment and developmental efforts may, however, have the effect of increasing the time it takes students to complete programs.

The most significant factors in determining time to program completion may well be students educational objectives, their values and attitudes, and their attendance patterns. These factors are typically the result of life circumstances and personal choices made by students. As such, they cannot be directly influenced by post-secondary institutions.

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APPENDIX A
DETAILED DATA TABLES

Table A-1
CHANGES IN DEGREE CREDIT REQUIREMENTS
MINNESOTA COMMUNITY COLLEGES
1980-82 TO 1988-90

College / Degree and Program	Credits Required 1980-82	Credits Required 1988-90	Change Required Credits	Pct Change Required Credits
Anoka-Ramsey				
Assoc. of Arts	90	96	6	6.7%
Career Programs				
Accounting	90	90	0	0.0%
Air Traffic Control *	108	104	-4	-3.7%
Bus Mgt/mkt	90	91	1	1.1%
EEG Asst *	93	98	5	5.4%
Electronic Engr	90	90	0	0.0%
Med Sec *	90	90	0	0.0%
Nursing	90	96	6	6.7%
Occ Therapy Asst *	91	92	1	1.1%
Office (secretarial)	90	91	1	1.1%
Subtotal Career	92	94	1	1.2%
TOTAL	91	95	4	3.9%
Austin				
Assoc. of Arts	96	96	0	0.0%
Career Programs				
Clinical Child Care	90	96	6	6.7%
Nursing	90	96	6	6.7%
Subtotal Career	90	96	6	6.7%
TOTAL	93	96	3	3.2%
Brainerd				
Assoc. of Arts	95	96	1	1.1%
Career Programs				
Child Development	90	96	6	6.7%
Nursing	96	96	0	0.0%
Subtotal Career	93	96	3	3.2%
TOTAL	94	96	2	2.1%
Fergus Falls				
Assoc. of Arts	93	96	3	3.2%
Career Programs				
Marketing and Sales	93	96	3	3.2%
Office Enforcement	93	90	-3	-3.2%
Law Enforcement	93	90	-3	-3.2%
Subtotal Career	93	92	-1	-1.1%
TOTAL	93	94	1	1.1%
Hibbing				
Assoc. of Arts	94	96	2	2.1%
Career Programs				
Clerical/Secretarial	90	96	6	6.7%
TOTAL	92	96	4	4.3%
Inver Hills				
Assoc. of Arts	90	96	6	6.7%
Career Programs				
Accounting	90	91	1	1.1%
Aviation--Business	90	90	0	0.0%
Professional Pilot	90	92	2	2.2%
Building Inspection	90	91	1	1.1%
Financial Mgt.	91	90	-1	-1.1%
Health Care Mgt.	90	90	0	0.0%
Human Services Worker	90	90	0	0.0%
Law Enforcement	90	90	0	0.0%
Legal Assistant	90	90	0	0.0%
Marketing	91	90	-1	-1.1%
Nursing	90	99	9	10.0%
Secretarial (w/options)	90	90	0	0.0%
Transportation Mgt.	90	90	0	0.0%
Subtotal Career	90	91	1	0.9%
TOTAL	90	94	3	3.8%

* Denotes Joint Programs with other institutions

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Table A-1
CHANGES IN DEGREE CREDIT REQUIREMENTS
MINNESOTA COMMUNITY COLLEGES
1980-82 TO 1988-90

College / Degree and Program	Credits Required 1980-82	Credits Required 1988-90	Change Required Credits	Pct Change Required Credits
Itasca				
Assoc. of Arts	96	96	0	0.0%
Career Programs				
Accounting	96	96	0	0.0%
Marketing Mgt.	96	96	0	0.0%
Secretarial	96	96	0	0.0%
Subtotal Career	96	96	0	0.0%
TOTAL	96	96	0	0.0%
Lakewood				
Assoc. of Arts	90	96	6	6.7%
Career Programs				
Accounting	90	90	0	0.0%
Child Development	90	90	0	0.0%
Data Processing	90	95	5	5.6%
Dietetic Tech *	90	95	5	5.6%
Graphic Arts Mgt. *	90	90	0	0.0%
Human Services	90	99	9	10.0%
Marketing	90	90	0	0.0%
Nursing	90	99	9	10.0%
Office Occup.	90	90	0	0.0%
Subtotal Career	90	93	3	3.5%
TOTAL	90	95	5	5.1%
Mesabi				
Assoc. of Arts	96	96	0	0.0%
Career Programs				
Marketing Mgt.	96	96	0	0.0%
Secretarial	96	96	0	0.0%
Subtotal Career	96	96	0	0.0%
TOTAL	96	96	0	0.0%
Minneapolis				
Assoc. of Arts	90	90	0	0.0%
Career Programs				
Accounting	90	95	5	5.6%
Business	90	95	5	5.6%
Chemical Dependency	90	95	5	5.6%
Human Services	90	95	5	5.6%
Law Enforcement	90	93	3	3.3%
Management	90	96	6	6.7%
Marketing	90	95	5	5.6%
Nursing	95	98	3	3.2%
Subtotal Career	91	95	5	5.1%
TOTAL	90	93	2	2.6%
Normandale				
Assoc. of Arts	90	90	0	0.0%
Career Programs				
Accounting	90	90	0	0.0%
Computer Technology	90	95	5	5.6%
Dental Hygiene	97	102	5	5.2%
Dietetic Tech	90	93	3	3.3%
Hospitality Mgt.	90	90	0	0.0%
Law Enforcement	90	90	0	0.0%
Marketing	90	90	0	0.0%
Mechnical Tech	90	90	0	0.0%
Nursing	90	90	0	0.0%
Office Systems & Mgt.	90	93	3	3.3%
Small Bus. Mgt.	90	90	0	0.0%
Subtotal Career	91	92	1	1.6%
TOTAL	90	91	1	0.8%

* Denotes Joint Programs with other institutions

Table A-1
CHANGES IN DEGREE CREDIT REQUIREMENTS
MINNESOTA COMMUNITY COLLEGES
1980-82 TO 1988-90

College	Degree and Program	Credits Required 1980-82	Credits Required 1988-90	Change Required Credits	Pct Change Required Credits
North Hennepin					
	Assoc. of Arts	90	90	0	0.0%
	Career Programs				
	Accounting Tech	93	95	2	2.2%
	Admin. Management	90	96	6	6.7%
	Building Inspection	90	90	0	0.0%
	Cardiopulmonary Tech	98	95	-3	-3.1%
	Dental Lab *	90	90	0	0.0%
	Graphic Design	90	92	2	2.2%
	Law Enforcement	92	90	-2	-2.2%
	Legal Assistant	90	90	0	0.0%
	Manuf. Management	90	90	0	0.0%
	Marketing	90	93	3	3.3%
	Medical Records *	90	96	6	6.7%
	Non-in Card Tech *	92	96	4	4.3%
	Nursing	97	96	-1	-1.0%
	Plastics Tech *	91	90	-1	-1.1%
	Powder Metal Tech	90	90	0	0.0%
	Transportation Mgt.	90	90	0	0.0%
	Subtotal Career	91	92	1	1.1%
	TOTAL	91	91	1	0.6%
Northland					
	Assoc. of Arts	90	96	6	6.7%
	Career Programs				
	Bus Management	90	96	6	6.7%
	Human Services	90	96	6	6.7%
	Law Enforcement	93	90	-3	-3.2%
	Nursing	97	97	0	0.0%
	Office Management	90	95	5	5.6%
	Subtotal Career	92	95	3	3.0%
	TOTAL	91	95	4	4.8%
Rainy River					
	Assoc. of Arts	96	96	0	0.0%
	Career Programs				
	Accounting Tech	96	97	1	1.0%
	TOTAL	96	97	1	0.5%
Rochester					
	Assoc. of Arts	93	96	3	3.2%
	Career Programs				
	Bus. Admin	93	96	3	3.2%
	Bus. Management	93	96	3	3.2%
	Civil Engr Tech	100	102	2	2.0%
	Electronics Engr	104	101	-3	-2.9%
	Fashion Merch.	93	96	3	3.2%
	Human Services *	93	96	3	3.2%
	Law Enforcement	93	96	3	3.2%
	Marketing	93	96	3	3.2%
	Mass Media Tech	96	96	0	0.0%
	Mechanical Engr Tech	100	101	1	1.0%
	Medical Lab Tech	99	110	11	11.1%
	Nursing	98	98	0	0.0%
	Radiography Tech	108	103	-5	-4.6%
	Secretarial	93	96	3	3.2%
	Subtotal Career	97	99	2	2.0%
	TOTAL	95	97	2	2.6%

* Denotes Joint Programs with other institutions

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Table A-1
CHANGES IN DEGREE CREDIT REQUIREMENTS
MINNESOTA COMMUNITY COLLEGES
1980-82 TO 1988-90

College	Degree and Program	Credits Required 1980-82	Credits Required 1988-90	Change Required Credits	Pct Change Required Credits
Vermilion					
	Assoc. of Arts	96	96	0	0.0%
	Career Programs				
	Natural Res Tech (Opts)	108	96	-12	-11.1%
	Parks and Rec	108	96	-12	-11.1%
	Water Res. Tech	108	96	-12	-11.1%
	Subtotal Career	108	96	-12	-11.1%
	TOTAL	102	96	-6	-5.9%
Willmar					
	Assoc. of Arts	92	96	4	4.3%
	Career Programs				
	Law Enforcement	92	96	4	4.3%
	TOTAL	92	96	4	4.3%
Worthington					
	Assoc. of Arts	96	96	0	0.0%
	Career Programs				
	Ag. Prod. Mgt	94	96	2	2.1%
	Bus Management	92	96	4	4.3%
	Human Services	90	96	6	6.7%
	Subtotal Career	92	96	4	4.3%
	TOTAL	94	96	2	2.1%
ASSOCIATE OF ARTS SUBTOTAL		93	95	2	2.2%
CAREER PROGRAM SUBTOTAL		93	95	1	1.2%
SYSTEM TOTAL		93	95	2	1.7%

* Denotes Joint Programs with other institutions

Table A-2

AVERAGE CREDIT LOAD REQUIRED PER QUARTER
TO COMPLETE PROGRAMS IN CONVENTIONAL TIME FRAMES
MINNESOTA COMMUNITY COLLEGES
1988-90 DEGREE REQUIREMENTS

College	Degree and Program	Credits Required 1988-90	Avg Credits To Graduate In 2 Yrs	Avg Credits To Graduate In 4 Yrs
Anoka-Ramsey				
	Assoc. of Arts	96	16	8
	Career Programs			
	Accounting	90	15	8
	Bus Mgt/mkt	91	15	8
	Electronic Engr	90	15	8
	Nursing	96	16	8
	Office (secretarial)	91	15	8
	Subtotal Career	92	15	8
	Joint Programs			
	Air Traffic Control	104	17	9
	EEG Asst	98	16	8
	Med Sec	90	15	8
	Occ Therapy Asst	92	15	8
	Physical Therapy Asst	98	16	8
	Subtotal Joint	96	16	8
	TOTAL	95	16	8
Austin				
	Assoc. of Arts	96	16	8
	Career Programs			
	Clinical Child Care	96	16	8
	Occupational Therapy	96	16	8
	Nursing	96	16	8
	Subtotal Career	96	16	8
	TOTAL	96	16	8
Brainerd				
	Assoc. of Arts	96	16	8
	Career Programs			
	Child Development	96	16	8
	Nursing	96	16	8
	Subtotal Career	96	16	8
	TOTAL	96	16	8
Fergus Falls				
	Assoc. of Arts	96	16	8
	Career Programs			
	Accountant	106	18	9
	Marketing and Sales	96	16	8
	Office Enforcement	90	15	8
	Law Enforcement	90	15	8
	Subtotal Career	96	16	8
	TOTAL	96	16	8
Hibbing				
	Assoc. of Arts	96	16	8
	Career Programs			
	Clerical/Secretarial	96	16	8
	Computer Aided Drafting	90	15	8
	Nursing	96	16	8
	Radiologic Tech *	119	20	10
	Subtotal Career	100	17	8
	Joint Programs			
	Fire Technology	98	16	8
	Law Enforcement	111	19	9
	Med. Lab Tech	120	20	10
	Occ. Therapy Asst	98	16	8
	Physical Therapy Asst	96	16	8
	Prod. Tech	90	15	8
	Subtotal Joint	102	17	9
	TOTAL	99	17	8

* Credit totals high due to national accreditation requirements.

Table A-2
AVERAGE CREDIT LOAD REQUIRED PER QUARTER
TO COMPLETE PROGRAMS IN CONVENTIONAL TIME FRAMES
MINNESOTA COMMUNITY COLLEGES
1988-90 DEGREE REQUIREMENTS

College	Degree and Program	Credits Required 1988-90	Avg Credits To Graduate In 2 Yrs	Avg Credits To Graduate In 4 Yrs
Inver Hills				
	Assoc. of Arts	96	16	8
	Career Programs			
	Accounting	91	15	8
	Air Traffic Control	93	16	8
	Aviation--Business	90	15	8
	Professional Pilot	92	15	8
	Building Inspection	91	15	8
	Financial Mgt.	90	15	8
	Health Care Mgt.	90	15	8
	Human Services Worker	90	15	8
	Law Enforcement	90	15	8
	Legal Assistant	90	15	8
	Marketing	90	15	8
	Nursing	99	17	8
	Secretarial (w/options)	90	15	8
	Transportation Mgt.	90	15	8
	Subtotal Career	91	15	8
	Joint Programs			
	Automated Mfg Tech	134	22	11
	Automative Tech	132	22	11
	Interpreter Training	101	17	8
	Vibroacoustics Tech	103	17	9
	Subtotal Joint	118	20	10
	TOTAL	102	17	8
Itasca				
	Assoc. of Arts	96	16	8
	Career Programs			
	Accounting	96	16	8
	Computr Aided Forest TC	96	16	8
	Ed. Interp. Training	96	16	8
	Human Services	96	16	8
	Legal Assistant	96	16	8
	Marketing Mgt.	96	16	8
	Prof. Pilot	96	16	8
	Secretarial	96	16	8
	Subtotal Career	96	16	8
	TOTAL	96	16	8
Lakewood				
	Assoc. of Arts	96	16	8
	Career Programs			
	Accounting	90	15	8
	Business Mgt	90	15	8
	Chem Dep. Speciality	90	15	8
	Child Development	90	15	8
	Data Processing	95	16	8
	Law Enforcement	96	16	8
	Human Services	99	17	8
	Marketing	90	15	8
	Medical Imaging *	110	18	9
	Nursing	99	17	8
	Office Occup.	90	15	8
	Subtotal Career	94	16	8

* Credit totals high due to national accreditation requirements.

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AVERAGE CREDIT LOAD REQUIRED PER QUARTER
TO COMPLETE PROGRAMS IN CONVENTIONAL TIME FRAMES
MINNESOTA COMMUNITY COLLEGES
1988-90 DEGREE REQUIREMENTS

College	Degree and Program	Credits Required 1988-90	Avg Credits To Graduate In 2 Yrs	Avg Credits To Graduate In 4 Yrs
Lakewood				
	Joint Programs			
	Apparel Services	90	15	8
	Bio-Medical Repair	99	17	8
	Dietetic Tech	95	16	8
	Electronic Service	108	18	9
	Fashion Merchandise	94	16	8
	Graphic Arts Mgt.	90	15	8
	Interior Design	92	15	8
	Orthotics Tech	97	16	8
	Paramedic Tech	90	15	8
	Prosthetic Tech	97	16	8
	Subtotal Joint	95	16	8
	TOTAL	95	16	8
Mesabi				
	Assoc. of Arts	96	16	8
	Career Programs			
	Computer Engr. Tech	96	16	8
	Law Enforcement	96	16	8
	Human Services	96	16	8
	Marketing Mgt.	96	16	8
	Secretarial	96	16	8
	Subtotal Career	96	16	8
	TOTAL	96	16	8
Minneapolis				
	Assoc. of Arts	90	15	8
	Career Programs			
	Accounting	95	16	8
	Business	95	16	8
	Chemical Dependency	95	16	8
	Filmmaking	95	16	8
	Human Services	95	16	8
	Law Enforcement	93	16	8
	Management	96	16	8
	Marketing	95	16	8
	Nursing	98	16	8
	Video Production	95	16	8
	Subtotal Career	95	16	8
	Joint Programs			
	Public Safety	90	15	8
	Security Mgt	90	15	8
	Subtotal Joint	90	15	8
	TOTAL	92	15	8
Normandale				
	Assoc. of Arts	90	15	8
	Career Programs			
	Accounting	90	15	8
	Computer Technology	95	16	8
	Dental Hygiene	102	17	9
	Dietetic Tech	93	16	8
	Hospitality Mgt.	90	15	8
	Law Enforcement	90	15	8
	Marketing	90	15	8
	Mechnical Tech	90	15	8
	Nursing	90	15	8
	Office Systems & Mgt.	93	16	8
	Radiologic Tech	93	16	8
	Small Bus. Mgt.	90	15	8
	Subtotal Career	92	15	8
	TOTAL	91	15	8

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AVERAGE CREDIT LOAD REQUIRED PER QUARTER
TO COMPLETE PROGRAMS IN CONVENTIONAL TIME FRAMES
MINNESOTA COMMUNITY COLLEGES
1988-90 DEGREE REQUIREMENTS

College	Degree and Program	Credits Required 1988-90	Avg Credits To Graduate In 2 Yrs	Avg Credits To Graduate In 4 Yrs
North Hennepin				
	Assoc. of Arts	90	15	8
	Career Programs			
	Accounting Tech	95	16	8
	Admin. Management	96	16	8
	Building Inspection	90	15	8
	Cardiopulmonary Tech	95	16	8
	Graphic Design	92	15	8
	Law Enforcement	90	15	8
	Legal Assistant	90	15	8
	Manuf. Management	90	15	8
	Marketing	93	16	8
	Nursing	96	16	8
	Powder Metal Tech	90	15	8
	Transportation Mgt.	90	15	8
	Subtotal Career	92	15	8
	Joint Programs			
	Electronics Tech	110	18	9
	Dental Lab	90	15	8
	Medical Records	96	16	8
	Non-in Card Tech	96	16	8
	Plastics Tech	90	15	8
	Subtotal Joint	96	16	8
	TOTAL	93	15	8
Northland				
	Assoc. of Arts	96	16	8
	Career Programs			
	Bus Management	96	16	8
	Human Services	96	16	8
	Law Enforcement	90	15	8
	Legal Assistant	96	16	8
	Nursing	97	16	8
	Office Management	95	16	8
	Retail Management	95	16	8
	Subtotal Career	95	16	8
	Joint Programs			
	Airframe	96	16	8
	Power Tech	96	16	8
	Subtotal Joint	96	16	8
	TOTAL	96	16	8
Rainy River				
	Assoc. of Arts	96	16	8
	Career Programs			
	Accounting Tech	97	16	8
	Bus Mach & Comp Repair	96	16	8
	Human Services	96	16	8
	Office Automation	96	16	8
	Ojibwe Specialist	96	16	8
	Subtotal Career	96	16	8
	TOTAL	96	16	8

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AVERAGE CREDIT LOAD REQUIRED PER QUARTER
TO COMPLETE PROGRAMS IN CONVENTIONAL TIME FRAMES
MINNESOTA COMMUNITY COLLEGES
1988-90 DEGREE REQUIREMENTS

College	Degree and Program	Credits Required 1988-90	Avg Credits To Graduate In 2 Yrs	Avg Credits To Graduate In 4 Yrs
Rochester				
	Assoc. of Arts	96	16	8
	Career Programs			
	Automated Mfg Tech	99	17	8
	Bus. Admin	96	16	8
	Bus. Management	96	16	8
	Civil Engr Tech	102	17	9
	Electronics Engr	101	17	8
	Fashion Merch.	96	16	8
	Law Enforcement	96	16	8
	Marketing	96	16	8
	Mass Media Tech	96	16	8
	Mechanical Engr Tech	101	17	8
	Nursing	98	16	8
	Secretarial	96	16	8
	Subtotal Career	98	16	8
	Joint Programs			
	Human Services	96	16	8
	Medical Lab Tech	110	18	9
	Radiography Tech	103	17	9
	Resp. Therapy	107	18	9
	Subtotal Joint	104	17	9
	TOTAL	99	17	8
Vermilion				
	Assoc. of Arts	96	16	8
	Career Programs			
	Accounting	96	16	8
	Law Enforcement	96	16	8
	Natural Res Tech (Opts)	96	16	8
	Parks and Rec	96	16	8
	Secretarial/Clerical	96	16	8
	Water Res. Tech	96	16	8
	Subtotal Career	96	16	8
	TOTAL	96	16	8
Willmar				
	Assoc. of Arts	96	16	8
	Career Programs			
	Law Enforcement	96	16	8
	Human Services	96	16	8
	Subtotal Career	96	16	8
	TOTAL	96	16	8
Worthington				
	Assoc. of Arts	96	16	8
	Career Programs			
	Natural Res Tech (Opts)	96	16	8
	Bus Management	96	16	8
	Human Services	96	16	8
	Subtotal Career	96	16	8
	TOTAL	96	16	8
Associate of Arts Subtotal		95	16	8
Career Program Subtotal		95	16	8
Joint Program Subtotal		100	17	8
SYSTEM TOTAL		97	16	8

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Table A-3
STUDENT CREDIT LOAD MATRIX
-- Based on 10th Day Headcount --
Term: Fall, 1989

*** Number of Students at Each Credit Level ***

Colleges / Credits:	<1	1	2	3	4	5	Total Qtr-Time Students	6	7	8	9	10	11	Total Half-Time Students	Total Part-Time Students
Anoka-Ramsey															
Main Campus		90	29	650	619	329	1,717	200	287	300	191	165	123	1,266	2,983
Cambridge		17	16	264	282	144	723	58	91	91	42	26	26	334	1,057
ANOKA-RAMSEY:TOTAL		107	45	914	901	473	2,440	258	378	391	233	191	149	1,600	4,040
Inver Hills		155	71	818	857	224	2,125	267	334	236	172	139	116	1,264	3,389
Lakewood		146	71	853	569	437	2,076	352	319	244	279	215	188	1,597	3,673
Minneapolis		26	29	347	309	258	969	155	291	225	195	199	136	1,201	2,170
Normandale		54	10	394	1,507	926	2,891	181	349	691	551	298	234	2,304	5,195
North Hennepin		64	77	407	935	720	2,203	157	228	510	277	205	132	1,509	3,712
METRO AREA:TOTAL		552	303	3,733	5,078	3,038	12,704	1,370	1,899	2,297	1,707	1,247	955	9,475	22,179
Rochester		51	27	313	418	342	1,151	86	120	195	156	96	102	755	1,906
LARGE COLLEGES:TOTAL		603	330	4,046	5,496	3,380	13,855	1,456	2,019	2,492	1,863	1,343	1,057	10,230	24,085
Arrowhead															
Hibbing		53	9	137	166	148	513	60	73	133	162	51	28	507	1,020
Itasca		60	89	61	100	20	330	44	33	22	27	31	22	179	509
Mesabi															
Main Campus		30	14	134	177	32	387	10	20	24	21	7	5	87	474
Fond du Lac		11	1	79	117	60	268	8	35	24	10	16	7	100	368
MESABI:TOTAL		41	15	213	294	92	655	18	55	48	31	23	12	187	842
Rainy River		109	16	38	45	9	217	12	8	11	7	4	5	47	264
Vermilion		15	68	17	38	7	145	8	7	7	9	20	16	67	212
ARROWHEAD:TOTAL		278	197	466	643	276	1,860	142	176	221	236	129	83	987	2,847
Clearwater															
Brainerd		11	15	87	237	32	382	44	101	145	26	56	21	393	775
Fergus Falls		21	68	145	57	59	350	22	61	27	35	29	17	191	541
Northland		46	58	57	86	17	264	6	103	50	4	10	11	184	448
CLEARWATER:TOTAL		78	141	289	380	108	996	72	265	222	65	95	49	768	1,764
Austin		48	10	159	123	24	364	49	51	58	38	32	44	272	636
Willmar		8	10	57	178	59	312	18	26	37	40	13	10	144	456
Worthington		44	26	72	83	45	270	35	44	40	24	16	12	171	441
SMALL COLLEGES:TOTAL		456	384	1,043	1,407	512	3,802	316	562	578	403	285	198	2,342	6,144
SYSTEM TOTAL		1,059	714	5,089	6,903	3,892	17,657	1,772	2,581	3,070	2,266	1,628	1,255	12,572	30,229

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Table A-3
STUDENT CREDIT LOAD MATRIX
-- Based on 10th Day Headcount --
Term: Fall, 1989

*** Number of Students at Each Credit Level ***

Colleges / Credits:	12	13	14	15	16	17	18	19	20	21	22+	Total Full-Time Students	Total All Students	Percent Qtr-Time Students	Percent Half-Time Students	Percent Full-Time Students
Anoka-Ramsey																
Main Campus	721	479	337	301	186	81	41	11	2			2,159	5,142	33.4%	24.6%	42.0%
Cambridge	73	62	46	40	30	20	10	7	2			290	1,347	53.7%	24.8%	21.5%
ANOKA-RAMSEY:TOTAL	794	541	383	341	216	101	51	18	4	0	0	2,449	6,489	37.6%	24.7%	37.7%
Inver Hills	593	389	243	239	126	73	28	4	5	4	3	1,707	5,096	41.7%	24.8%	33.5%
Lakewood	794	526	341	206	100	34	29	7	2	1	6	2,046	5,719	36.3%	27.9%	35.8%
Minneapolis	711	347	246	103	52	25	11	6	2	1	1	1,505	3,675	26.4%	32.7%	41.0%
Normandale	1,328	1,141	779	369	220	132	75	27	9	9	13	4,102	9,297	31.1%	24.8%	44.1%
North Hennepin	743	572	379	328	142	93	49	12	2	2	2	2,324	6,036	36.5%	25.0%	38.5%
METRO AREA:TOTAL	4,963	3,516	2,371	1,586	856	458	243	74	24	17	25	14,133	36,312	35.0%	26.1%	38.9%
Rochester	477	341	353	311	317	164	97	23	4	4	2	2,093	3,999	28.8%	18.9%	52.3%
LARGE COLLEGES:TOTAL	5,440	3,857	2,724	1,897	1,173	622	340	97	28	21	27	16,226	40,311	34.4%	25.4%	40.3%
Arrowhead																
Hibbing	220	149	141	102	83	59	40	5	1	1		801	1,821	28.2%	27.8%	44.0%
Itasca	176	164	147	110	107	80	58	29	24	9	1	905	1,414	23.3%	12.7%	64.0%
Mesabi																
Main Campus	61	57	71	92	138	92	72	25	11	3	1	623	1,097	35.3%	7.9%	56.8%
Fond du Lac	36	39	20	15	8	9	10	3	1			141	509	52.7%	19.6%	27.7%
MESABI:TOTAL	97	96	91	107	146	101	82	28	12	3	1	764	1,606	40.8%	11.6%	47.6%
Rainy River	65	68	48	40	51	53	17	19	12	1	4	378	642	33.8%	7.3%	58.9%
Vermilion	81	54	64	58	91	60	57	16	3	3	2	489	701	20.7%	9.6%	69.8%
ARROWHEAD:TOTAL	639	531	491	417	478	353	254	97	52	17	8	3,337	6,184	30.1%	16.0%	54.0%
Clearwater																
Brainerd	201	81	101	102	151	104	62	35	21	9	2	869	1,644	23.2%	23.9%	52.9%
Fergus Falls	99	79	108	94	103	93	62	18	6	4	1	667	1,208	29.0%	15.8%	55.2%
Northland	66	36	50	116	88	62	29	15	7	3	1	473	921	28.7%	20.0%	51.4%
CLEARWATER:TOTAL	366	196	259	312	342	259	153	68	34	16	4	2,009	3,773	26.4%	20.4%	53.2%
Austin	131	64	85	89	101	57	25	2	2	3	1	560	1,196	30.4%	22.7%	46.8%
Willmar	109	87	117	113	215	145	75	20	8	4	2	895	1,351	23.1%	10.7%	66.2%
Worthington	57	34	70	55	81	93	30	13	2	1	4	440	881	30.6%	19.4%	49.9%
SMALL COLLEGES:TOTAL	1,302	912	1,022	986	1,217	907	537	200	98	41	19	7,241	13,385	28.4%	17.5%	54.1%
SYSTEM TOTAL	6,742	4,769	3,746	2,883	2,390	1,529	877	297	126	62	46	23,467	53,696	32.9%	23.4%	43.7%

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APPENDIX B
MISSION STATEMENT OF THE MINNESOTA COMMUNITY COLLEGES

MISSION STATEMENT OF THE MINNESOTA COMMUNITY COLLEGES

The Minnesota Community College System is dedicated to implementing the state's commitment to lifelong learning and the development of informed citizens essential to a strong democracy and a vital economy. We serve individuals with varying interests, aspirations, and abilities, reaching many who may not have had an opportunity to pursue higher education.

The Minnesota Community Colleges are equal opportunity institutions committed to the principles of:

- Promoting and supporting teaching excellence.
- Providing opportunities for individuals to participate in activities geared to their education, occupational, social, cultural, and recreational interests.
- Offering educational programs and services which respond to the needs of individual communities.
- Acting affirmatively to enroll students and hire faculty and staff from racial, sexual, ethnic, and social groups historically underserved by or underrepresented in Minnesota higher education.

These principles are the basis of our mission of **EDUCATION** and **SERVICE**.

EDUCATION is achieved through:

General Education which expands the individual's social, cultural, ethical, and intellectual horizons through the investigation of broad areas of human knowledge and achievement; assists in the exploration of possible career and life choices; enables the formulation and achievement of educational objectives; and imparts critical reasoning skills necessary to succeed in an increasingly complex society.

Education in the Liberal Arts and Sciences which enables the individual to address advances in knowledge, earn an Associate of Arts or Associate of Science degree, and progress toward earning a baccalaureate degree.

Career Education of a technical or semi-professional nature which enables the individual to earn an Associate of Science degree and progress toward earning a baccalaureate degree in the field for which preparation is sought; to earn an Associate of Applied Science degree, a one-year diploma, or a certificate within an Associate of Arts of Associate of Science degree program and seek employment in the field for which preparation is sought; and to address the latest technological innovations in the field for which preparation is offered.

Continuing Education which enables the individual to advance as well as maintain certification in an occupation or profession; further develop employment-related skills and abilities in order to perform more effectively in the workplace; and experience personal growth and cultural enrichment.

Developmental Education which enables the individual who has the potential to succeed in college-level-academic work to improve basic learning skills which thereby further the achievement of personal educational objectives.

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SERVICE is achieved through:

Community Services which promote economic development efforts; strengthen Minnesota's capacity to compete effectively in the world market; offer cultural and personal development opportunities; make college facilities accessible for community activities; and develop sound leadership and citizenship which contribute to the social and economic well-being of Minnesota's communities.

Cooperation with school systems, business, industry, community agencies, and other institutions of higher education which maintains and improves the accessibility, quality, and diversity of educational opportunities throughout the state; enhances programs and services available to students; and utilizes the state's resources most efficiently.